The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

S. R. WINCHELL, Managing Editor.

CONTENTS OF THIS NUMBER.

CHICAGO, THURSDAY, JANUARY 30, 1879.

Editorial.

An unforeseen demand has exhausted our supply of No. 98. If you wish to give it in exchange for two numbers added to your subscription, mail it to us by Wednesday of next week, or not at all. *But do not send us any numbers excepting those we call for.* Of all other numbers we have a sufficient supply. Quite a number of other dates have been returned to us, for which we can give no credit.

THE NATIONAL BUREAU OF EDUCATION.

THE WEEKLY contained a few weeks since the announcement of a meeting of the Department of Superintendence of the National Teachers' Association soon to be held. Next week is the time appointed, although as yet no program has reached us. These meetings are of no little importance and an unusual number of prominent educationists are mentioned as prepared to read papers.

Such an assemblage of eminent educators meeting yearly at Washington during a session of Congress ought to exert, and must exert, an influence beneficial to the general interests of education. Educational men are the ones who ought to shape, if not absolutely control, all legislation upon educational matters. But to be thus listened to and to maintain the authoritative position which they ought to occupy, our educators must be wise, honest, and politic.

That they are not each and all of these we do not presume to say. But, in connection with this forth-coming meeting there is one ominous announcement—not a new or a strange one, however. "The proceedings will be so arranged as to bear directly upon the questions of strengthening the National Bureau of Education." The attempt to strengthen this Bureau has been made for the last six or seven years with all the regularity and pious devotion that the "faithful" show to a holy-day. If each attempt has been successful the Bureau must be immensely strong by this time. And if it is not thus strong there must be an extravagant waste of strength somewhere. We hope the time will never come when the educators of the country will fail to hold up the hands of the National Bureau. The nation needs it. The world needs it. But may we be pardoned for asking, When are these efforts, and these public pilgrimages to Washington to strengthen the Bureau of Education, to come to an end? When may we expect that the Superintendents' Section of the National Teachers' Association at its winter meeting will find some other mission instead of the "strengthening of the National Bureau of Education?"

We cannot conceal the fact that we are out of all patience with these chronic appeals and periodic efforts in behalf of this department. We do not undervalue its importance, nor do we forget the fact that Congress has always treated it in a most stingy and unjust manner. We will admit that it is politic, humiliating as it is, to have a lobby on the floor of the House, or in the city of Washington, to labor in its behalf. But do let this work be accomplished in a more becoming manner. Keep pathetic appeals for larger appropriations, and cheap commendations of the department, out of the Commissioner's report. Let the superintendents hold their meetings for a few years without making the Bureau the Alpha and Omega of their assembling. If the bolstering must be done, let it be done more privately. From this constant coddling the public begins to share the evident feeling of Congress, that the department is not of much consequence.

However, we must come to the main question, which we have so far dodged. We dislike to ask it. But it is high time that somebody should ask it. What is the matter with our National Bureau of Education that it has not won a stronger position for itself in the public estimation? Although many partial answers may be given, the one important answer must be, The Bureau since its first establishment has never been competently manned. Energy, educational power, and executive ability, have not yet been allowed to preside at the head of this department. The Bureau cannot expect hearty support, until he commands full confidence and respect, even if it receives it then. And, until its merits are greater than they ever have been yet it cannot command this confidence and respect, although the Superintendents' Association should meet at Washington every fortnight.

If the ominous announcement to which we have referred could be so interpreted as to mean that the Superintendents' Association is going to carry to Washington and express the general conviction of the educators of the country it would be good tidings. The Bureau needs strengthening without doubt. But first and foremost it needs a stronger head. If the Superintendents' Association will see to it that this is secured, we prophesy that they will find the strengthening process a much easier task hereafter.

REPUBLICANISM IN FRANCE.

THE history of the French people since the defeat of Sedan gives more hope and assurance that France will eventually grow into a genuine and stable republic, than all her previous history. French republicanism up to the last few years has been synonymous with all that is visionary, unsteady, and extreme. Often it has meant the worst form of tyranny and madness. The world has been looking since the time of Louis XVI. and the first revolution, for some trace in the French character of that patience and persistency which keeps the Anglo-Saxon love of liberty in a condition of stable equilibrium. But no sooner have the French people secured the opportunity to govern themselves, than they have demonstrated that in power of self-control they were in the state of infancy. They have shamefully abused and destroyed that for which they have heroically suffered and struggled.

But the evidence is now clear that this people is fast approachgin its manhood. And it is clearer to-day than ever before. They have just passed through a grave struggle. As always heretofore, the radicals, the extremists, the fire-eaters, who disgrace the name of republicanism, have not failed to take advantage of an election, and increase of their numbers, in the House of Deputies, to precipitate a crisis in their own party, and with misguided zeal to push things into peril if not disaster.

A large number of the "ardent" republicans in the Chamber of Deputies seem to have been possessed with a desire for a kind of civil service reform; a reform that would put out of office all men who would not hurrah just when and just as loudly as they did themselves.

The demand of this party was that all officers throughout the country who were not enthusiasts in their devotion to republicanism, should be replaced by men who were "true republicans," or to put it into political language, by men who in sentiment and purpose were in perfect sympathy with the majority in the House of Deputies.

But the men now in office are republican appointments, and there seems to be no valid reason for the displacement of the majority of them. Hence when the party demand was made of the present Ministry that new and more radical appointments should be made, the Ministry declined to accede. A vote of want of confidence was proposed in the Chamber; and from the composition of that body there was very great danger that the present able and conservative, but truly republican, cabinet of President McMahon would be forced to resign. But happily, when the vote was taken, the Ministry was sustained in its position by a large majority. The crisis is over, at least for the present. Moderation, a rare thing in French politics, has gained the day, and French republicanism has shown what it has seldom shown, that it can control its greatest foes—members of its own household.

COOKING SCHOOLS.

OBJECT lessons are a good thing in their way, and they are having a new and novel application in Massachusetts. The manager of Lasell Seminary, of Auburndale, has arranged with Miss Parloa, of Boston, to give a course of ten object lessons in cooking this winter, to the young women of the school. The first lesson was given Jan. 18. This is a form of industrial education to which no valid objection can be taken. Improvement in the science and art of cooking among our country-women is a thing greatly to be desired. While much of the "knack of cooking" may undoubtedly be handed down from mother to daughter, we can hardly look for improvement to come by this process of inheritance. Without question there is work to be done here by means of cooking schools and cooking teachers. If our wives are to give us more digestible and palatable dishes than our grandmothers gave our grandfathers, it must be through the application of science in the processes of the kitchen.

To look for the genesis of scientific methods to the kitchen itself, would be to look for a species of spontaneous generation quite as improbable as the development of living germs in the pure air which Prof. Tyndall's sealed bottles brought from the top of Mont Blanc. We have little faith in the improvements and inventions which originate with our cooks, and be it said with all deference to our help-meets who fry potatoes and broil beefsteak just exactly as their mothers did before them. It ought to be right to say, If girls wish to learn to cook send them to the kitchen. But if we desire to improve our style of cooking it would be better, at least in respect to most kitchens, to keep the girls out of them until the art is learned under more favorable auspices.

The WEEKLY confesses that it is a little skeptical about the inclination and the ability of the average female seminary to furnish the requisites to a thorough-going school of cookery. The temptation is as strong there as in book studies to be superficial; to give more attention to accomplishments than to essentials. Miss Parloa's Order of Lessons at the Lasell Seminary is not calculated to give much consolation in this respect. It is true, fancy names do not always signify fancy dishes. We confess we do not know how horrid such messes are as *Glaci Meringue*, *Custard Souffle*, *Fanchormettes*, etc., and our dictionary gives us no relief. But we are pretty sure that a hungry stomach that craves a good square meal of roast beef, good bread and butter, boiled cabbage, etc., would give a look of despair—if stomachs can look—when presented with the bill of fare before us. But let us hope that after Miss Parloa's girls are through with their play-day and party cooking, she will initiate them into the diviner mystery of preparing well the prosy every-day dishes of common mortals.

THE SAN FRANCISCO EXAMINATION QUESTIONS.

SEVERAL readers have been disturbed by some of the questions submitted to the San Francisco teachers which we republished Jan. 2. They came to us in a San Francisco paper which published the list on the morning of the day in which some of the subjects were to be submitted to the candidates for certificates. The publishing of these questions was, we believe, the first step in the exposure of a system of frauds and corruptions such as seldom disgraces school-men or examining boards. The affair has become so notorious that it is not necessary to repeat the details.

Under the circumstances it is quite possible that our copy of the questions contained some errors. We gave up the attempt to reconcile inconsistencies, or to make plain things that were not intelligible. Defective proof-reading by the San Francisco paper may be charged with some of the difficulties in the questions.

Making this allowance, the questions, as such questions go, were not very bad, although they do not speak much for the judgment of the person who prepared them.

If the time for answering was limited, it was absurd to expect

exhaustive answers to such questions as, Who invented the lightning rod, and the telephone? It was worse still to ask for adverbs ending in *there* and *ling*, words, if there are any such, that do not occur to superior teachers after weeks of reflection.

After all, in examinations the common-sense and intelligence of the marker of the manuscript is a much more important point than the character of the questions. The difficulty is, however, that persons who will submit foolish questions are apt to be much more foolish in their marking.

The WEEKLY enjoyed the honor of a very pleasant call from the Hon. S. M. Etter, ex-Superintendent of Public Instruction of Illinois, as he passed on his way through Chicago to Washington city last week. Mr. Etter goes to the national capital to serve the Department of Education in some capacity. While Congress is in session he will doubtless find congenial and important employment in Washington City; and may have to lend a hand, as he and other state superintendents have done before, in pulling the wires and tearing button-holes to secure an appropriation to print the report of the Department of Education. If this duty must be performed in order to secure the appropriation, there is wise forethought in getting Mr. Etter on the ground early. A democratic congress could hardly abandon the cause of education with such a man in their midst.

VALEDICTORY.

SEVEN months ago I took the editorial chair of THE EDUCATIONAL WEEKLY. To-day, with inexpressible regret, I bow to circumstances which compel me to leave it. These months have been filled with labor exacting and unremitting; but labor congenial and inspiriting from the first, and that has daily grown more so. Many of the hopes with which I began have been more than realized; and I cannot disguise the fact that I have taken unalloyed pleasure in the commendations bestowed upon my work, and in knowing that the WEEKLY has struck a chord in educational journalism which is bringing a hearty response.

To the many warm friends in whose debt I so deeply stand, and whom I hoped to gratify further by the execution of many cherished plans, I return my most hearty thanks. In explanation to them and to all, it will suffice to say, that, owing to circumstances not anticipated when the partnership was formed, its dissolution was deemed desirable by both members, and as the quickest and most amicable method the matter was submitted to a board of arbitrators. By their decision my connection with the WEEKLY is severed, and I join the weary band of idlers who have nothing to do. My pen is rusting in its rack, and my castles are still in air. May something, no matter what, "turn up" speedily. But wishing for the WEEKLY ample usefulness and prosperity, I must say, Adieu. E. O. VAILE.

P. O. Address, Austin, Cook Co., Ill.

In pursuance of an award made by a Board of Arbitration, and dated January 24, 1879, the partnership before existing between E. O. Vaile and S. R. Winchell, under the firm name of Vaile & Winchell, was dissolved on the day above named. The assets, property, chattles, and effects of every kind and nature whatsoever, including the good will of THE EDUCATIONAL WEEKLY, and the paper itself, are now the property of S. R. Winchell, who assumes and agrees to pay all liabilities of the firm, and to carry out in good faith all contracts and obligations to which the said firm is a party.

Mr. Winchell's constant and intimate connection with the paper from its birth till the present time has made him familiar with the necessities of the business, and peculiarly fitted him for assuming its entire management. It is his purpose to use every possible means, not only to maintain the high character which it is conceded the WEEKLY has possessed in the past, but to continue to improve the paper from month to month and from year to year according to the patronage bestowed upon it. No effort will be spared to procure for its pages the best thoughts of the best educators in the land. Within the limited space at disposal it is hoped to present sufficient variety of matter to suit all tastes. The editorial department will be reënforced by contributions from men and women of experience and mature thought; the Practical Department will be maintained with a view to the very best service to the practical teacher; the news columns will be filled with the latest and most important information on educational matters at home and abroad; the contributions will present the thoughts of superintendents, professors, and others upon the vital questions of the day; and the selections from other journals will be brief and to the point.

Those who have heretofore contributed in any way to the welfare or success of the paper are earnestly invited to continue their good services, and those who have not yet been heard from are as earnestly requested to join the ranks of the faithful. With many hearty thanks for the favors shown the WEEKLY in the past; with the conciousness of the occasional short-comings of its editors and publishers; with the hope that all its patrons will consider that they have a right and interest in the paper; and with the prayer that peace, unity, and the kindest relations may exist among all its patrons and friends, the WEEKLY looks hopefully and cheerfully forward, and buckles on its armor for new and greater victories.

REVIEWS.

Gœthe: Faust—Erster Theil. Edited with Introduction and Notes by James Morgan Hart. New York: G. P. Putnam's Sons. Chicago: Jansen, McClurg, & Co. 1878. Price $1.25.

This is the fourth volume of Prof. Hart's admirable edition of the German Classics, which has become very popular among students of German literature everywhere. The continuous marginal numbering is a distinctive feature, but the chief excellence of the work is found in the Introduction, which occupies twenty-three pages, and in the scholarly Notes, which are contained in thirty-six pages of fine print. The Notes treat chiefly of German manners and customs, obscure allusions in the text, and the most difficult of the syntactical constructions. The Introduction, while not aiming to do more than set forth the general plan of the poem, with explanations of the functions of the leading characters, really gives the industrious student sufficient data to serve as the foundation of a philosophic study of the poem. The æsthetic bearings of *Faust*, and its position in European literature, are too intricate and difficult to determine, to justify an attempt to discuss them in a text-book like this, and yet Prof. Hart has, without pretending to do so, given in this introduction a comprehensive view of the legend, Gœthe's conception of it, the growth of the poem in the mind of its author, and its remarkable influence upon the German people both at the time of its first appearance and at the present time.

Two Chicago gentlemen have purchased 1,000 volumes of historical works, many of them rare and relating to the Northwest, from the library of the late Oliver A. Willard, and have donated them to the Northwestern University of Evanston, Ill.

TECHNICAL INSTRUCTION IN PUBLIC SCHOOLS.

Dr. E. E. WHITE, before the Indiana State Teachers' Assoc. Jan. 2, 1879

THE state has the right to teach any branch of knowledge that will promote the public welfare. This is the broad proposition on which public education rests. The attempt to draw a line through education and deny the right of the state to cross it is illogical and futile. The state has either the right to teach all branches of useful knowledge, or it has no right to teach any branch. There is no middle ground.

The right of the state to teach all useful knowledge does not necessarily make such instruction its duty. The right to teach is one thing and the obligation to teach is another. The duty of the state in education is limited by its ability. It cannot teach all persons all knowledge, and it is not its duty to attempt it. When the teaching of one kind of knowledge necessarily excludes more important instruction, the state is released from all obligation to teach such knowledge. If it has not the ability to cover the whole ground, it becomes its duty to give attention to the more important and useful.

The duty of the state to teach is also conditional by necessity. The state has no monopoly of education. The church, the family, and the individual have also the right to teach, and every human interest may organize and support schools for its promotion and benefit. When needed, instruction is, or will be given to other agencies, the state may or may not provide it. Its concern is to see that such necessary instruction is efficiently given. As a general rule the state should do nothing which can be safely left to voluntary or private effort, and this can only be settled by experience.

These fundamental principles shed a clear light on the duty of the state with respect to industrial training. The importance and value of such training are almost universally recognized in the older countries of Europe, and the American people are awakening to such recognition. The rapid exhaustion of the natural fertility of our soil, the great improvement in taste, and the wonderful increase in the variety of our manufactures, are all demanding higher technical knowledge and skill on the part of the American workman. This is especially true in the mechanic arts, where well-known causes have almost discontinued the apprentice system. If this decay of apprenticeship is not made good by technical training, the American workman will soon be at the mercy of the skilled labor of Europe. The railroad, steamship, and telegraph have destroyed isolation, and nearly all skilled labor is subjected to a world-wide competition. The day of mere muscle has passed, and the day of mind has dawned.

To what extent, and how should the state provide this industrial instruction and training? This, as is seen, involves the question assigned for discussion in this paper, "To what extent can technical instruction be given in our public schools?"

To narrow the question, permit me to assume that it is the duty of the state to provide an efficient system of industrial training, and then let us see how much of such training can be wisely incorporated into our present school system.

The public school exhausts neither the right nor the duty of the state in education. It may establish higher institutions, and it may organize or encourage special schools of an elementary character, to meet the wants of classes. The public school is primarily an agency for the general education of all classes of youth. It is a common school—a school designed to impart a common education—an education useful to and open to all.

This primary function of the public school is of the highest practical importance and value. Its comprehensive aim is to prepare the child to discharge the duties and meet the obligations of coming manhood, including his relations to the family, society, and the state, relations involving the highest and most important activities of civilized life.

The public school assumes that every child that crosses its threshhold to receive instruction is to be a man, and that his first and highest need is to have all the elements of manhood within him developed, quickened, and energized The first element in this elementary training is character, and the second is intelligence—intellectual furnishing and force.

My next position is that this primary function of the public school should not be subverted to provide technical instruction. This would sacrifice the more important to the less important. All experience shows that, even for industrial purposes, no technical training can compensate for the lack of general education. "The hand," says Mann, "becomes another hand when guided by an intelligent mind." Thought gives quickness and accuracy to the eye and cunning to the fingers. Popular intelligence not only promotes industrial skill, but it creates a demand for its products. It touches both of the great laws of wealth. What a conserver of industrial skill and enterprise is a character! All the technical schools of Europe could not create the amount of industrial skill and knowledge which vice and crime in this country annually destroy. Their wasteful and injurious consumption of the products of human labor is absolutely appalling! The common schools of New England have contributed more to her industrial skill and enterprise than any amount of mere technical or industrial training can furnish.

The next step in our inquiry is to determine whether any technical instruction can be introduced into the public schools without sacrificing this primary function. There are elements of technical knowledge of general application, and hence of general utility. We have only time to refer to industrial drawing, the keeping of accounts, the practical applications of geometry and the elements of natural science. These branches are not only the basis of technical training, but they also have great value as elements in the education of all children, whatever may be their pursuits in life.

Time for this instruction may be gained by reducing the time hitherto devoted to several other branches of study. This has been done in many schools without loss, and the adoption of truer ideas and better methods of teaching would make it possible and feasible in all.

There are also several arts of so general use that a knowledge of them would be of general utility. I refer to sewing, cooking (a lost art in many families), horticulture, and, in the country, agriculture. It may be objected that sewing and cooking would only be learned by one-half of the pupils; but it is also true that a knowledge of these arts would be of practical value to boys. There are few men who have not had occasion to regret their inability to "darn" and mend, and I am confident that if more men knew when food is properly cooked, more women would learn how to cook. The principles of cooking might be included in our school manuals of physiology and hygiene. In mixed schools it might be a good plan to permit the boys to do the reciting and the girls to present practical illustrations of skill. It is feared that the proof of the puddings might in many cases disarrange Cupid's plans!

The public school, as now equipped, is not competent to furnish efficient practical training in these arts—sewing possibly excepted. The most that could be expected of the present generation of teachers is to teach their theory from manuals prepared by experts. It is questionable whether the value of such instruction would compensate for the loss in other directions.

I hasten to the conclusion that it is not the business of the public school to teach trades or handicrafts. It can and should teach those elements of industrial knowledge, scientific and mechanical, which underlie the great industrial arts; but it should not be made a workshop to train apprentices. The special training and practice needed to make a coat, shoe a horse, or build a house, should be left to the shop, or to special schools, properly equipped for this work. The public school has done its part in preparing youth for special pursuits when it has given them an efficient, general preparation for all pursuits, and all industrial experience shows that the more fundamental and thorough this general preparation, the more fruitful will be the special training.

What is needed is to supplement the public school with special schools for industrial training, and when desirable, the requirements of the public school should permit pupils to devote a part of each day to industrial pursuits, or to technical training. I have long held that the interests of both education and industry would be promoted by the adoption of half-time courses of study, running parallel with the present full courses in our schools. This would afford all the advantages of half-time school, without loss to those pupils who wish to devote full time to their studies. The limits of this paper forbid the giving of details. It must suffice to say that such an adjustment has been tested by experience.

I must further urge that the public school should be pervaded by an industrial spirit. It should cultivate a taste for industrial pursuits, and a respect for honest labor. This is more important than a weak attempt to make artisans.

But how are these special schools for industrial training to be organized and supported? The political, social, and industrial conditions of the nations of Europe differ so radically from those of this country, that it is not always wise to be guided by European experiences in education, but it will be safe to assume that whatever private enterprise has been equal to there, it will be equal to here.

As a rule, the higher technical and agricultural schools are directed and maintained by the government, and many schools of arts and trades receive more or less state and municipal aid. The more strictly industrial schools, especially those which teach industrial arts or trades, are private institutions,

supported and directed by individuals or by philanthropic societies. The number of these special schools has increased until nearly every art and industry has its training school.

We see no reason why this experience may not be repeated in this country. The national government has laid the foundation of at least one industrial school of a high grade in each state, and in accepting this bequest, each state has pledged its faith for the maintenance of the institution thus founded. Polytechnic and technical schools, but little less comprehensive, have been founded by private munificence, and schools of art are springing up in all our cities.

What is needed to secure a full development of this system of special schools is a popular demand for technical instruction, and this is coming. Experience is demonstrating the practical value of such training, and every important American industry will soon have its technical school.

GOLDEN STATE CORRESPONDENCE.

STATE TEACHERS' ASSOCIATION.

BY JAMES FAULKNER.

[Concluded from last week.]

The Primary and Grammar sections were united the morning of the second day's session of the Association. President John Swett presided. The subjects of vocal culture, rhetorical exercises, detention of pupils after school, prizes, and studying at home occupied the attention of the thoughtful for an hour. Emphasis was laid upon breathing properly; declamations should be occasionally required from pupils of higher grades; as a rule, no good would result from keeping pupils after lawful hours to study unlearned lessons; prizes were not generally recommended; and for a pupil to study a lesson at home is remarkable in California.

SCHOOL HYGIENE.

The Chair suggested some Practical Rules for School Hygiene, and recommended books upon the subject that might prove useful to teachers. Proper hours for eating (would not allow pupils to eat apples and munch in school, or even permit them to eat a part of their luncheon at recess) and sleeping should be told to pupils by the teacher; care of teeth, etc., etc., impressed. "Nature remits no penalty for her violated laws." "What our girls ought to know," by Mrs. Studley; "Education of American Girls," by Miss Brackett; "Sex in Education," and "The Building of a Brain," by Dr. Clarke, would repay one's time and attention.

The hour before noon was consumed in discussing

MORAL TRAINING.

Moral culture is not to be obtained by memorizing rules. It comes largely from the indirect influence of the teacher. Moral development is influenced by a number of external influences, hereditary, moral, physical, intellectual, and surrounding circumstances. Moral law has its inevitable penalty. Moral training is of the feeling rather than the intellect. Moral stories, weekly lectures, on humanity to animals, etc., and lives of great men, tend to moral development. "*Gow's Morals and Manners*" was highly commended to the poor tormented school teacher. Indeed, it will prove an invaluable aid in regions where a missionary is needed.

One would think from the attention paid to the subject, and the earnestness with which the speakers expressed themselves, that California teachers are the most moral of any creatures that ever appeared upon the time-table of existence, or that they thought the parents and children of this state the most immoral, and feel in duty bound to raise them from their savage lethargy.

In the afternoon,

STATE SUPERINTENDENT CARR

made an address before the Association. The *Oakland Daily Tribune* in commenting upon it says: "It had reference to the operations of the public school department for the fiscal year ending June 30, 1878; touched upon education and educators in general; defended the "catch question" business; and skipped over taxation and state supervision."

READING, DRAWING, AND PENMANSHIP.

Miss Irene Hardy, of the Oakland High School, made an able address upon reading. John Swett presented a paper on Drawing. Penmanship was discussed. William White, of the San Francisco Boys' High School, explained a novel way he had invented of keeping, or letting scholars keep, their own standing, in recitations. May his method meet with many admirers!

The evening session was well attended to listen to the lecture on morals, by Prof. Kellogg, of the State University.

The Association was opened on the morning of the final session with a resolution stating the need of a more satisfactory work on "*manners and morals*," one prepared to meet the wants of the public schools. (Allow me to state that teachers' associations, institutes, and schools are *not opened in California with prayer*.) Supt. Mann, of San Francisco, delivered a talk on "Ungraded Schools." Prof. Sill, of the University of California, addressed the Association on the subject, "How can our public schools be improved?" The kind of man makes the school. Unite efforts to secure best teachers. Less machinery and more wisdom. Fill school offices by appointment. Have text-books written by the best men. Inculcate in pupils habits of reading the best authors.

RESOLUTIONS thanking Supt. Campbell and Board of Education for courtesies; esteeming a text-book on manners and morals; recommending the kindergarten system, and the metric system, and deprecating frauds in examinations, were adopted.

The retiring and newly-elected presidents made appropriate talks. Dr. Carr's statistics concerning the schools, Supt. Mann's address on "Ungraded Schools," the Constitution and By-Laws of the Association, and the Society's officers will form topics to feast the readers' eyes upon in the future.

The WEEKLY found many warm friends at these meetings.

Practical Department.

A GOOD HINT AND PERTINENT INQUIRIES.

To the Editor of the Weekly:

I am just in receipt of No. 97 and 98 of my trial subscription and you may be sure I shall be a subscriber by the year as long as the WEEKLY exists and I can scrape up a couple of dollars to pay for it.

I have taught here about three months with good success and have made a contract for the whole year. My school is one of those ungraded rural schools which seem to cause so much anxiety lately to edueators. As it is, however, I have contracted classes upon classes, until now I have but two in school, 34 scholars. Thus I can devote half of my time to each class, and the result is most gratifying. There is another thing which is less pleasant and causes me to ask your opinion about the best course to follow.

My scholars are all German-Russians, they use the German language at all times, being unable to express themselves in English, which to them is as much a foreign language as German is to most Americans. How would you proceed in the matter? Use German with them? But then that would be unlawful. Use English? They cannot understand my teaching then. Until now the school was sustained by private subscriptions, but it will soon be a public school and how then?

In the Examination Questions on page 346 No. 97 on Arithmetic, I cannot get an answer to question 3 and 4.

3. Question. $.021 : 2 = \frac{2}{.021} = \frac{2000}{21} = 95.2+$ and not 105.

If 105 is the correct quotient and 2 the correct dividend, then the divisor is $\frac{2}{105} = .01904$ etc.

4. Question. Show that 24 72 = ⅓. ⅓ of what? Of 74.16. But as I can see the question I cannot get much out of it unless it should read 24 : 72. Probably my knowledge is deficient, but for that very reason I should be pleased to have the two questions answered by some one that does know how?

Yours very truly, OTTO PLANCK.

SUTTON, NEB. Jan. 13, 1879.

[Our correspondent is certainly pursuing a wise course in reducing the number of his classes.

The matter of language is a misfortune in his school. His clear duty is to teach the English language to his pupils. But it would hardly be right to retard or neglect their intellectual development until their command of the English tongue shall equal their mental power. The WEEKLY would say, Give a large share of time to instruction in English language, but also give them exercises in arithmetic, etc., worthy of their mettle, using their own tongue for that purpose, if absolutely necessary.

We have commented elsewhere upon the set of questions, a few of which bother him as they do us and many others.—ED.]

THE LOCATION OF ADVERBS.

To the Editor of the Weekly:

It is with but natural (and, no doubt, quite appropriate) trepidation that I attempt to defend "good writers" and "all grammars and books on rhetoric" in their unfortunate attempt to limit the "pliability of their tongue," and that, too, in opposition to our revered WEEKLY, whose erudition and authority have long been proverbial with us, its grateful readers. But verily, "*Similia similibus curantur*," the soul of our esteemed editor is first "wrapped in a cloud of infinit(ive) gloom," and then is cheered by the bright sunshine of an "infinit(ive)" removing of his "sack-cloth and ashes;" aye, more, the editor himself is converted into a champion of increased liberties with the

infinitive. And so, poor, Saxon *beon*, you are to be divorced, are you, from your lawful consort with whom you have been so long, so intimately, and so happily related!!

"Alas, poor Yorick!!!

Would I were now able rightly to dispose (to rightly dispose) of my infinitives, indicatives, subjunctives, prerogatives, and all my other ives!

First, let me soothe the writer's conscience by saying, Thou hast committed no "sin" in writing "Have fortunately jotted down;" for thou hast but observed a simple principle in the construction of the English language, viz.: "*In compound tenses adverbs should be inserted between the auxiliary and the participle.*" (*Vide* Swinton's Progressive Grammar, p. 110, 7 and 8).

Second, But what of, "She proceeded to hastily prepare to go to the lecture?" If left with its present outfit, "hastily" should precede "to;" but it is an unreasonably bungling sentence. Why not say, for instance, "She began hasty preparations to attend the lecture," or "She hastily made preparations to go to the lecture?"

I am in hopes that our friend, and fellow teacher, J. A. M., will bring out some of the *useful* in connection with the seventeen uses of the "infinitive" which he has promised to show forth this week.

J. W. W.

LEXINGTON, ILL., Jan. 21, 1879.

[Thanks to J. W. W. for relieving our conscience in regard to inserting an adverb between the auxiliary and its participle. We have seldom indulged it, except consciously, and as a matter of necessity, and then with a "beg pardon" of our early instructors and teaching. It is a relief to know that they were wrong then, or that the grammatical world has taken a step in advance since.

Suppose the sentence "She proceeded, etc.," is an unreasonably bungling one, and that it may be metamorphosed easily. Is that any reason why, when we seek refuge from a bungling construction, it should be a crime for us to cautiously inject our modifying thought between the preposition and its infinitive? Why should the historic propinquity of these two consorts be revered any more than historic spellings, or the present nearness of auxiliary and participle, or the historic want of close relation between the same words? (It is of course known that *have* was originally quite independent in its construction, and was only used with the partciples of transitives verbs. *I have punished him;* that is, I hold or have him in a punished state. Now the auxiliary is closely joined to the participle, and not only to the participles of transitive verbs but to all.)

Our correspondent's "Alas, poor Yorick!" tempts us likewise to draw from Hamlet. If there are no stronger reasons than those that are given for writers of English being hand-cuffed in their location of adverbs, we feel like saying to the "grammar-makers," as "O. S. W." calls them below, "Unhand us gentlemen, or we'll make a ghost of him that lets us."—ED.]

To the Editor of the Weekly:

Please answer at earliest convenience, these two questions upon which we are not clear.

Did any other Commander-in-chief ever have the same authority Grant had when appointed in 1864? Who appoints commissioned officers in the army?

Yours truly, A. C. MASON.

PERRY, ILL., Jan. 20, 1879.

[The WEEKLY is sorry to say it is not clear upon either of these questions and has not time to post itself just now.

Lippincott's Biographical Dictionary gives the date to which Mr. Mason probably refers as 1866, instead of 1864. It says: "To reward the services of Grant, Congress passed in July, 1866, a bill to revive the grade of General of the Army of the United States, and he was appointed to that position." General Washington was appointed by Congress "Commander-in-Chief," or "General-in-Chief," July, 1798, in the presidency of John Adams, when a war with France was confidently anticipated. The term "Commander in-chief" is probably used in the biography in a loose sense, for that office and its power has never been taken from the President, so far as we know.

In 1855 the honorary rank of lieutenant-general was conferred upon Gen. Winfield Scott, with the provision that the title should cease at his death.

When Grant was appointed General of the Army of the U. S., Sherman became lieutenant-general; and when Gen. Grant became president in 1869, Gen. Sherman succeeded him as General, the office he now holds. What the distinction is between this office and that of the commander-in-chief as held by the President, we do not know.

As to the appointment of commissioned officers, some reader can, doubtless, answer more positively than we can. Our commission was only that of high private.

THE LOCATION OF ADVERBS AND SOME OTHER GRAMMATICAL NONSENSE.

To the Editor of the Weekly:

I cannot help asking the privilege of recording my Amen to your editorial in No. 99 of the WEEKLY, on the location of adverbs. The truth doubtless is, that rhetoric s, the use of the English language, whether known as grammars ics, universally fail in ignoring the power of usage in many expressions which cannot be considered amenable to any laws that they so stringently keep on record. Who made the law that an adverb should not come between a preposition and its infinitive? Why do not grammar-makers (grammarians) devote themselves to discussing the language as they find it, rather than busy themselves in introducing regulations, whether old or new, by which to bring every other person's speech to their own possibly narrow style? In this day of anticipated orthographical independence, why may we not have at least an indication of coming freedom from syntactical bonds? Why are we not willing as teachers to instruct pupils to combine their words into sentences in such a way as to accurately communicate the thought, leaving all other considerations to be discussed as subordinate? Why, further, are we unwilling to cut loose from the dicta of the books, even when a blind adherence to them frequently compels us either to advocate glaring inconsistency or by dumbness to imply ignorance when we are only restive under the bondage which enthralls us? For example: I may be sick. *May be* is a verb, Potential mode, *present* tense. Certainly *may* be indicates *power*. I may be sick *to-morrow;* I *may* be sick *next year;* and to-morrow and next year are both *present*. I might go home. *Might go* is *past* tense. Of course, I *might* go home *yesterday*. It would be, doubtless, very improper for me to say I might go home *next week*.

Again, *to* is the sign of the infinitive mode. Therefore, in the sentence, "I let him go home," go is in the infinitive mode with "to" *understood*. I hazard the assertion that in the sentence, I may go home, to as the sign of the infinitive is just as much understood between may and go. I could reward him; he might kill me; he might be hung, etc. Pray in what mode are *reward* and *kill* and *be?* Is *to* the sign of the infinitive? Is not the presence of to with the infinitive rather exceptional than otherwise? Again, what is parsing as distinct from analysis? Is it or is it not disentangling words from sentences where they jostle their neighbors more or less closely, that we may give them a nearer scrutiny? If it is, and grammars usually substantially assert it, why, in investigating such a sentence as, he might have been struck by lightning, are authors and teachers usually satisfied to say might have been struck is a verb, etc., etc., giving no indication of the fact that their remarks have to do with more than a single word? But the subject is inexhaustible and I fear you will be sorry you ever allowed articles on grammatical quiddities admission.

O. S. W.

RACINE, January 20, 1879.

HAD BETTER OR WOULD BETTER.

To the Editor of the Weekly:

Pineo says it is incorrect to say, You had better go, You had better retire, etc. He says if you would see the error plainly, just parse had go, or had retire, then substitute would for had. Why is it that most newspapers use had instead of would? In the *Inter-Ocean* for Jan. 16 under head of "Curiosity Shop" is this sentence: You had better take the West Point or Davies series. I try to convince my pupils that it is wrong, by writing the conjugation on the board thus: I had go, you had go, he had go; I had take, you had take, he had take; I would go, you would go, he would go; I would take, you would take, he would take. Please give us your opinion.

INQUIRER.

PRINCEVILLE, ILL., Jan. 21, 1879.

[If "Inquirer" will consult his Webster under the word *rather* he will read: "*had rather, had as lief, had better*, originally mere blundering interpretations of the abreviated form of *would*, as in *I'd rather*, etc., are forms too well supported to be stigmatized as incorrect; but *would* is generally to be preferred." While we believe the above explanation is questioned by some authorities (we have not time to look them up), both forms are certainly recognized and sanctioned by good usage, the test proposed, of parsing *had go*, etc., is an absurd one. Idioms are not amenable, on their surface, to the regular laws of language.—ED.]

INFINITIVES AND PARTICIPLES.

To the Editor of the Weekly:

Infinitives and participles may be parsed by using the order of parsing given for verbs—omitting agreement and giving construction.

They may have the construction of nouns in any case except the possessive.

They may have the construction of adjectives, answering the question—"What kind?"

They may have the construction of adverbs answering the question—"Why?"

Examples:

1. *To parse* infinitives is easy.
2. To die is not *to live*.
3. *To work!* Did you say?
4. I love *to study* grammar.
5. This apple is *to be eaten*.
6. He came to study.
7. *Learning* lessons is hard work.
8. He has stopped *giving* infinitives.
9. The girl laughing frightened the horse.
10. The boy went jumping down the street.

In the above, *To parse*, (1), has the construction of a noun in the nominative case and is the subject of the finite verb is.

To live, (2), has the construction of a noun in the nominative and is the attribute.

To work, (3), has the construction of a noun in absolute case.

To study, (4), has the construction of a noun in the objective case and is the object of the verb love.

To be eaten, (5), has the construction of an ajective in the predicate, and qualifies apple.

To study, (6), has the construction of an adverb.

Learning, (7), of a noun in the nominative. Giving, (8), of a noun in the objective.

Laughing, (9), of an adjective.

Jumping, (10), has the construction of an adverb. M. E.

HOW TO CHECK COUGHING IN THE SCHOOL-ROOM.

To the Editor of the Weekly:

If coughing in school be taken in due season it may be stopped almost instantaneously and the remedy is "pleasant to take."

At the first symptom, without appearing to do so intentionally, "Let the teacher cough too."

Yours, M. E.

CHICAGO, ILL., Jan. 16, 1879.

HOW TO MAKE CHILDREN COMPREHEND WHAT THEY READ.

To the Editor of the Weekly:

Will some teacher give a sentence or two from some familiar piece with his manner of questioning pupils to bring out the sense of the piece?

M. E.

CORRESPONDENCE.

TWO QUESTIONS OF SCHOOL LAW.

Mr. D. H. Pingrey sent us the following letter, which, for the sake of lending interest and completeness to the discussion, we handed at once to Professor Loomis, whose reply follows Mr. Pingrey's letter. They will both find interested readers in Illinois:

To the Editor of the Weekly:

John H. Loomis, in his paper, states the law as it was, not as it is, in regard to teachers' showing certificates at the time of employment. Teachers do not have to show certificates now before employment to make a legal contract. Sect. 52 has been changed since 1857. See Hurd's R. Statutes, page 909, Sec. 52. If a teacher has a certificate at the time of employment, and there is nothing said about it by directors or teacher, the contract is legal and binding. If the directors ask about the certificate, all the teacher is compelled to do is to tell the directors that he has a certificate to teach in the county. The decision of *Wells vs. People, 71 Ill. 532*, will cover this question, though the point was not raised. All that is necessary is for the applicant to possess a certificate; showing it to directors will not make the contract any better.

In regard to the establishment of high schools, your worthy contributor has, in my opinion, taken the wrong course. The decisions of sister states do not help us, from this fact. Our Constitution of 1870 must control, and not the Statutes. Our Constitution says in Art. VIII., Sec. 1: The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this state may receive a good *common school* education.

"Common school education." There's the rub. Now I believe that the different districts or townships have no right, under the Constitution, to support, by public taxation, high schools, or other schools in which there is given more than a "common school education." To support high schools by public taxation is, in my opinion, unconstitutional. Of course this question has never come up for our Supreme Court's decision, but if it ever does, there is probability, that our high schools will be excluded from being supported by public taxation.

Many of our capitalists pay their school tax under protest; that portion that goes to the support of high schools. I believe the Constitution covers a common school education; and a high school education is certainly not a common school education. D. H. PINGREY.

BLOOMINGTON, ILL., JAN. 17, 1879.

PROFESSOR LOOMIS'S REPLY.

To the Editor of the Weekly:

Mr. D. H. Pingrey is correct in his statement concerning the "showing of certificates" by the teacher, prior to employment. Such *was* the law, although not always enforced. I find on reëxamining this subject so much of Section 52 as related to exhibiting certificates of qualification left out, in the school act of 1872. This does not conflict with the main point which I wished to make, that a teacher must hold a certificate of qualification at the time of his employment to entitle him to recover his pay. I am glad Mr. Pingrey has called attention to this so promptly.

Concerning "high schools," I certainly cannot agree with him in his conclusions, and for the following reasons: That the Constitution of 1870 controls, is admitted, but that it conflicts with the statute, I am unable to understand. (*Vide* Art. VIII. Sec. 1.). Mr. Pingrey assumes that "common school education" must mean a *primary* education, or an education in those branches enumerated in the law. That this is not the correct view is clearly shown by one, and possibly two decisions of the Supreme Court of this state. Although the legality of the high school was not specially passed upon, yet it was substantially recognized in *Rulison vs. Post* 79 Ill. 567. "The school directors have power to compel the teaching of other and higher branches than those enumerated in the law, to those who are willing to receive instruction therein; but it is purely optional with parents and guardians whether the children under their charge shall study such branches." This decision has been rendered since the adoption of the Constitution of 1870, and the School Law of 1872.

The Supreme Court recognized the high school in the case of Trustees *vs.* Van Allen, although not as pointedly as in the case of *Rulison vs. Post*. Mr. Pingrey says that if this question ever comes up for "the Supreme Court's decision there is probability that our high schools will be excluded from being supported by public taxation." The gentleman must certainly possess a very sanguine temperament, if, after the decisions already given, he expects the court will declare the law which authorizes high schools unconstitutional. There is no particular use of quoting the Michigan and Ohio decisions, although both are good in this case, as the constitutions and statutes on this subject are practically the same. Let us review this subject. The law directs and the Constitution does not prohibit the grading of schools. The Supreme Court has decided that "boards of education" have power to compel instruction in the higher branches." When the school is graded, and the pupils, who pursue studies not enumerated in the statute, are in a department by themselves, is it not a high school?

I will now venture an opinion or two. Should this question ever come squarely before the court, I think all studies below the college or university course will be considered as a part of a common school education. The policy of the state never has been to encourage ignorance. It has received and used the Seminary and University fund granted by the U. S. Government. It has established its University for higher learning, and the common schools are to give to all who may wish, a sufficient training to enter this University. I believe this is the policy of this state, and its statutes and decisions are in harmony with the policy. It is a matter of the utmost indifference to us, what "capitalists" think in this matter. They are not usually men who are superior in any way to others; or men whose opinions are worth more than the opinions of others. They certainly do not pay but a very small part of the school tax, and usually get rid of that if they can. Judging from the statute, the Constitution, and the decisions referred to, I am compelled to think that our high schools are legal institutions, and instead of being declared unconstitutional, and blotted out, will become more efficient and useful in training up an enlightened citizenship. J. H. LOOMIS.

THE NEXT MOVE.

To the Editor of the Weekly:

Last week you made a few remarks on the Chinese question as bearing on the question of national self-preservation. Now while we are no prophet nor the son of a prophet, we venture to predict that the next move in the same direction will be in the line of restrictive changes in the naturalization laws. It is a notorious fact that the great body of our foreign population is unassimilated and will remain so for a whole generation to come, and this fact is of the greatest possible importance.

Certain city wards, village precincts, and country neighborhoods are familiarly called "Germany," "Norway," "Ireland," and some other less respectful epithets are applied to quarters in which some foreign element holds undisputed sway, and this habit attests the clannishness of foreigners settled in a new and strange land. In such localities the customs and institutions of the country are held in far less esteem than in other places, and by this means they are put to their severest test.

A greatly increased immigration from any source whatever would only aggravate the situation and would soon be as emphatically deprecated by the people, as its possibility is now by the thinkers. Some more or less effective obstacles to easy and immediate citizenship will certainly be demanded, but possibly too late.

Lord Beaconsfield only hopes for a revival of good times in England through the revival here, which Pres. Hayes spoke of in his message to Congress. Whatever the Premier desired himself to be understood as meaning, we can see in that declaration American emigration as a relief in part for the pressure of European over-population. We do not doubt that a tidal wave of immigration will surely follow any considerable rise in our commercial tide, and it seems to us that such a heterogeneous nation as ours, forty-five millions strong, needs time for miscegenation and an approach to homogeneity far more than it needs increase of numbers or strengthening of its clans. We know that the boys and girls of every nationality under the sun, sitting side by side in all the school-rooms of the land, are solving a far higher problem unconsciously, than any set down in their books, and if they have a fair chance they will get the right answer in the end, and will become conscious of the whole matter twenty or thirty years from now; and this relation of the schools to the problem of nationality is our defense for broaching the matter in our columns.

Goldwin Smith says: "American socialism is not native. * * * When the International tried to set fire to American society, it was like putting a match to the Hudson." That simply proves that we are not yet overwhelmed; that so far we have assimilated all comers sufficiently to prevent the planting among us of any obnoxious European institutions, but who can answer for the future, if returning prosperity shall pour upon our shores the flood of not altogether unthreatened immigration?

Now let no one raise the cry of "Knownothingism." This does not mean hostility to foreigners. This means that a *new man* has come into existence by the mingling of different types, and has developed new institutions, and that we are anxious that they shall not be smothered by an excess of alien blood and ideas. QUILL PEN.

Educational Intelligence.

CHICAGO, JANUARY 30, 1879.

THE STATES.

ILLINOIS.—In Moultrie County educational interests are beginning to show signs of life. A county association has been organized, with B. F. Stocks, principal Sullivan graded schools, as President, and C. H. Hoggatt as Secretary. An interesting institute was held at Sullivan, on Saturday, the 18th inst. Considerable enthusiasm was manifested by several members. Next session is to be held at Lovington, on Feb. 15. The county contains but two graded schools: Sullivan, B. F. Stocks, principal, with six assistants; Lovington, D. F. Sterns, principal, with three assistants.

A teacher's institute was announced to be held at Elmwood last Friday and Saturday, from which no report has yet come to hand. Friday evening Prof. N. C. Dougherty was to give a lecture on the Value of Literature. Miss Mary Allen West was to be present and speak particularly of the Conditions of a Good School, and Prof. S. H. White was announced to discuss the subject of Normal Schools. Principal J. M. Crow is accomplishing good results for education in that portion of the state, and is assisted by an able corps of teachers.

County Superintendent Mary L. Carpenter, of Winnebago, has sent out a circular to the teachers of the public schools of the county, asking them to hold examinations on stated days, in stated subjects, for the purpose of preparing material for exhibition at the county fair next fall. The papers are to be handed to Mrs. Carpenter at her spring institute the first of April.

Illinois has 4,562 illiterates between the ages of twelve and twenty-one.

"Believing, as we do, that much of the mortality and physical suffering of the human family would be avoided if a greater knowledge of the laws of physiology and hygiene was disseminated among the masses, and realizing the necessity of introducing this instruction among the youth of to-day, in order to more thoroughly permeate present and future society with this knowledge, we, the Illinois Social Science Association, do petition the School Boards of this State to give a more important place in the curriculum of study in our lower graded schools to this branch of study than it hitherto has occupied, and that it be presented by a method of oral teaching and object lessons, in a manner easily comprehended by the young."

Superintendent John Trainer, of Macon county, has prepared a pamphlet on the subject of United States History, which is designed to aid in memorizing dates and events on the key-word system. The pamphlet is a condensation from the manuscript of a much larger work, which is promised to appear in a short time. It is absurd to undertake to memorize all the dates recorded in this pamphlet, but even omitting all except the essential one, the key-words will serve as an excellent outline for the study. It is a complete topical analysis of the subject, and is worthy of a place on every teacher's desk, or in his library. For particulars as to price, etc., address the author at Blue Mound, Ill.

Chaddock College, Quincy, has passed under the control and management of the Illinois Wesleyan University, and will hereafter be a preparatory school for the Bloomington College.

T. J. Lee, superintendent of Coles county, reports 344 applicants examined during the year ending Sept. 30, 1878. Rejected—(males, 33, females, 58), 102. Certificates issued—(males, first grade, 50, second grade, 57; females, first grade, 35, second grade, 100) 242. Average merit on certificates—(males, 7.8, females, 7.5) 7.6. Average age in years of number receiving certificates—(males, 25, females, 18), 21. Number of schools taught, 121; number of pupils enrolled, 7,937; total number of teachers, 233; average merit of their certificates, 8.3; average monthly wages—males, $48.88; females, $30.60. More first grade teachers were employed than second grade.

The Illinois Normal School, at Normal, opened its winter term Jan. 6. All departments are well filled, the attendance aggregating four hundred and thirty. From reports received from former students it appears that nine hundred and fifty-four taught last year, and that less than ten per cent of these taught out of the state. The "outsiders" are scattered through seventeen states and two foreign countries. The actual number who taught is largely in excess of the number reported, since it is impossible to secure reports from a great many. It will thus be seen that more than twenty-five per cent of all that have attended the school since its origin were teaching last year. This showing ought to silence the charge that normal students do not teach.

On Thursday, Jan. 16, a number of the leading naturalists of Illinois met at the Palmer House in Chicago for the purpose of organizing a State Natural History Society. The meeting was called to order by A. H. Worthen, and the matter was discussed somewhat freely by Prof. Forbes, Judge Hibbard, and others. (By mistake the above was omitted last week. For the remainder of the report see last week's issue, under "Illinois.")

Ben. C. Allensworth, the wide-awake superintendent of Tazewell county, is conducting an Educational Department in *The Pekin Times*. From a recent number we learn that Tazewell has a school population of 9,247. The whole number of pupils enrolled is 7,099. 160 teachers are employed, and the school terms average nearly eight months. The school fund accruing from the sale of the sixteenth section is $53,000. The highest wages paid any teacher is $170 a month; the lowest, twenty-two.

INDIANA.—Gov. Williams is making good his claim to the title of reformer, as the following extract from his late message fully shows:

"Our educational interests have been under the careful supervision of an officer possessing the confidence of the people. His biennial report will give you in a comprehensive form a history of the recent progress and present condition of our common school system, and also of the institutions of a higher grade which have been the outgrowth of it. The reports of the trustees of Indiana University, Purdue University, and the State Normal School, will disclose the fact that the higher education afforded by the state is given at an expense far beyond that of other institutions sustained by private contributions, and in excess of a just economy. The pupils who attend the normal school do so to qualify themselves as teachers, the better to make a living thereafter. I am unable to see any good reason why they should not pay a reasonable tuition fee, thereby making the support of the school much less burdensome to the taxpayers, many of whom receive no direct benefit from it. The same rule could properly be applied to the two universities.

"The law authorizing each county to send two students free of charge to each of the universities should be repealed, and all students should be required alike to pay a reasonable tuition fee.

"Our school fund is now reported in the sum of nine million dollars, which perhaps equals that of any other state in the Union. It is constituted of the state's indebtedness (nearly four millions), the common school fund held by the counties (about two and one-half millions), and the congressional township school fund (also about two and one-half millions), each part requiring peculiar care in its management. I trust that it will be your pleasure to so administer this munificent endowment as to produce the largest results in the interest of the rising generation."

The next meeting of the Southern Educational Association will be held at Seymour, commencing March 19. A very large gathering is expected.

Of the class graduating from the La Porte high school year before last, four are in college and four are teaching, three in the city and one in the country. Nine graduates of the high school are now teaching in the city schools.

COLORADO.—"What are we to do for the educational institutions now springing up in our Western intermural basin? What have we there already? Why, Colorado College, an institution of which I cannot mention the name without petitions to almighty Providence for its success! It is not fully on its feet, but is slowly rising to a commanding position, and begins to lift up its hand in blessing over Mormon and Gentile populations. Mexico sees this rising angel as he stands on the Rocky Mountain ranges. Idaho, Arizona, Nevada, Wyoming, Montana, see him. Mormonism sees him and trembles in Utah, and so does Jesuitism in New Mexico. This angel, although not yet on its feet, has reached out his hand to Salt Lake City, and planted there an academy; and at Sante Fe has planted another; and from Lowell, in this commonwealth, a professor has gone to Salt Lake Academy. It already has 80 pupils, although that school is not eight months old, and half of these students are Mormons."—*Joseph Cook.*

MICHIGAN.—The principal of the Huron City schools has resigned.

Charlotte is excited about the discharge of a lady school teacher by the director, it being freely alleged that it was done because she kept company with a young man whom the official did not like. However, the story may have another side.—*Detroit Evening News.*

There are now 1,350 students enrolled in the State University.

The school buildings of Bay City are not to be insured hereafter.

It is reported that Prof. Pattengill, of the University, is about to take the chair of Greek in the Wisconsin University, and that Prof. Calvin Thomas will be his successor at Ann Arbor.

IOWA.—Mrs. A. A. Guthrie, wife of the City School Superintendent of Iowa City, died Jan. 24. The deceased was the eldest daughter of Rev. S. M. Osmond, D. D., and had been married only a year. She leaves an infant son four months old.

Burlington's public library contains 6,070 volumes exclusive of duplicates and public documents.

The Davenport school board has purchased the Encyclopædia Britannica for its high school.

The Keokuk *Gate City* reports Judge Love of the United States District Court as saying that Chancellor Hammond, of the State University, is the most learned man in Iowa.

The *Sentinel* tells of an Iowa Falls girl 16 years of age who possesses wonderful talents as an artist. She transfers and enlarges photographs perfectly with a pencil.

It is said that Des Moines claims to be ten years ahead of Boston in school matters.

Prof. Sabin's Inaugural Address, delivered before the Iowa Association, and published in full in the WEEKLY, has called out many commendatory notices. The Clinton *Herald* says: "Mr. Sabin has well proved his ability to take a leading part in improving the grand system of popular education for which Iowa is justly distinguished."

Iowa was thirty-two years old on the 28th of last December. Ansel Briggs, the first governor, resides in Council Bluffs.

We glean the following points from Hon. C. W. von Cœlln's advance sheets of his brinnial report: Scott county leads in the average duration of her schools—9.14 months. Osceola county reports the lowest average, 5.57 months. Clinton has the largest number of pupils enrolled in her public schools—9,964, and the highest average attendahce—6,329. Lyon enrolls 435 and has an average attendance of 245. In Lyon county the average cost of tuition per month per pupil is $5.46, while in Marion county it is $1.00 per pupil per month. Pottawattamie county has 1,171 volumes in the school library. Eight counties have no books at all in their libraries and two counties each report one volume. Linn county employs 412 teachers, and Lyon county employs 47. Pocahontas values her apparatus at $7,658 and Osceola modestly puts hers at $32. Jackson county is next lowest, her apparatus being valued at $232.

Marshalltown held a semi-annual examination of her schools last Friday, Jan. 24.

The Davenport teachers discussed the use of text-books in teaching at a recent meeting.

Rev. Dr. Alexander Clark, of Pittsburgh, Penn., editor of the *Methodist Recorder*, is lecturing in different parts of the state. Besides being a fine Christian gentleman and scholar, Dr. Clark is a first-class lecturer.

Mr. J. A. Wright, of Des Moines, has been appointed by the Government to instruct the Shoshones and Bannock Indians in farming.

WISCONSIN.—The State Superintendent has appointed President Duncan McGregor, of Platteville, Prof. Geo. W. Peckham, of Milwaukee, and Supt. James T. Lunn, of Ironton, as the Board of Examiners for State Teachers' Certificates, for the present year. Prof. McGregor takes the place of Prof. Carpenter, deceased, as the chairman of the Board; Prof. Peckham served on the board last year; and Mr. Lunn, who passed a superior examination for a full state certificate in 1873, represents, on the board, the county superintendents.

Prof. Lucius Heritage, late of Leipsic, Germany, and Miss Ruth G. Maxon, of Milton, were united in marriage at the residence of the bride's mother, Jan. 2. Both were former graduates of Milton College.

"A new departure has been made in the Normal School this year. The members of the Elementary class which completes the course at the end of the winter term will receive their certificates, with appropriate public exercises, on Friday P. M. of next week. As a class commences this course twice a year, at the beginning of each term, it seems natural and right that the certification of those who conclude it should take place twice a year, at the times when they complete their studies. The exercises connected with the certification of the first elementary class of the present year will take place in Normal Hall on Friday, January 24, commencing at 2 P. M., and will be such as have been customary on such occasions."—*Whitewater Register.*

"The Normal School opened this week with an increased attendance—every department being full. With the opening of the present term Prof. D. McGregor assnmed the duties of his recent appointment as President, and Mrs. Dr. Buck has been employed to hear the several classes in reading."—*Platteville Witness.*

Rumor says that the State University is to be reënforced by a second acquisition from the faculty of Michigan University. Prof. A. H. Pattengill is said to have been selected for the department of Greek at Madison.

The new Washburn telescope at the University was placed in position Jan. 23 and some very satisfactory tests made that night. Prof. Watson is reported as highly delighted with the instrument.

The Sauk County Teachers' Association will meet at Reedsburg Feb. 28 and March 1, Friday and Saturday.

MINNESOTA.—There are 105 teachers employed in the Minneapolis public schools; the enrollment last year was 5,240.

There are 196 pupils in the St. Paul high school, and 247 in that of Minneapolis.

Gov. Pillsbury highly compliments State Supt. Burt in his annual message, for the efficiency with which the Superintendent has labored in the interests of education in the state, and for his unusually valuable report which has been recently published.

KENTUCKY.—A company has been incorporated in Lebanon, called the Loventhal Academy Company, for the purpose of carying on a male and female Academy in that place, of which Academy Prof. H. S. Loventhal is the principal.

NEW YORK.—Dexter A. Hawkins has written a letter to Gov. Robinson in which he severely scores the Governor for his annual tirade against the public schools.

NEW ENGLAND.—The Salem, Mass., normal school graduated a class of 33 young women Jan. 14.

Maplewood Institute, Pittsfield, Mass., has about the same attendance as last term, enough new pupils being added to make up for those who do not return.

F. W. Hooper, principal of the high school at Keene, New Hampshire, has arranged for a course of ten lectures on scientific and popular subjects, beginning Jan. 30. The proceeds are to be devoted to the purchase of chemical apparatus for the high school.

The second annual meeting of the alumni of the Keene high school will be held July 1. Prof. Sanborn of Dartmouth will deliver the oration, and a poem is expected by a former teacher of the school.

The new governor of Maine, Garcelon, (Democratic) in his inaugural address, inveighs against the Free High Schools, asserting that the children of the more favored classes are those who receive the benefits of their establishment, that the study of the classics and sciences in these schools is of very questionable utility, that the object of our common schools is to educate the masses within certain limits and that beyond that point those who have the ability and disposition should educate themselves in the academies and colleges at their own expense. Already a bill has been introduced in the House to abolish these schools, which must number about two hundred. They have done efficient work for the educational interests of Maine, and have tended more than anything else, to give Maine the present prominence she holds as a state devoted to "complete, popular education."

Mr. Henry Winkley of Philadelphia has recently given $10,000 to General Chamberlain, President of Bowdoin College, as the nucleus of a large endowment fund. It is said that other large sums are promised and that there can be no doubt but that the general effectiveness of the college will be greatly increased. It is also reported that considerable legacies have been written in several wills lately made.

The election of N. T. Verry and the Rev. C. J. White as school superintendents, one by the town council and the other by the school committee, caused unpleasant complication in the Woonsocket, R. I., public school department last year, and the matter was finally referred to the supreme court, which has just decided that Mr. Verry is the rightful incumbent of the position.

OFFICIAL DEPARTMENT.

ILLINOIS.

HON. JAMES P. SLADE, SUPT. PUBLIC INSTRUCTION.

Can a School Director draw pay for labor done, or material furnished by him for the district?

Several letters have been sent to this department asking this question. I find the matter very fully discussed, and clearly settled by a recent decision of the Illinois Supreme Court. (Ill. Rep., 85, p. 338.) In this case the court held "That the statute in force now absolutely prohibits a director from being interested in any contract made by the board of which he is a member." This embraces every contract, whether express or implied, by virtue of which mony may be drawn from the treasurer; and it cannot be evaded by appropriation or payments from the treasurer for labor performed, or material furnished for the benefit of the district, on the protest they were performed or furnished without any contract, but being beneficial to and enjoyed by the district, should be paid for as a matter of justice. Both the letter and the spirit of the law forbid that directors shall in anywise, whether directly or indirectly, openly or covertly, become interested in demands or claims originating while they are directors, to be satisfied by payments from the fund of their district; and this construction must be rigidly enforced by the court, without regard to the moral or equitable considerations that may urge a different policy in particular cases.

The court held further that if money were paid a director on orders in violation of law, the district is entitled to recover it from him.

SPRINGFIELD, Jan. 20, 1879.

LITERARY AND MISCELLANEOUS.

—In the Chamber of Deputies at Versailles, Jan. 24, the Minister of Public Instruction of France presented the bill making primary education obligatory after Jan. 1, 1880. The Committee on Elementary Education has decided to report in favor of the secular system.

—The next session of the college at Highland Park, Ill., will begin Feb. 6. This institution has peculiar facilities for the education of young ladies in literature, music, and art. E. P. Weston, President.

—The thirty-fourth annual meeting of the Rhode Island Institute of Instruction was held at Providence, Jan. 16 and 17. Interesting papers were read by Mr. J. S. Diller, of Cambridge, Mass., on "Methods of Teaching History;" George E. Walton, of Mass., on "What Should be Taught in Arithmetic;" W. C. Collar, of Roxbury Latin School, Mass., on "Methods of Classical Instruction;" Mr. G. H. Howison, of the Massachusetts Institute of Technology, on "The Educational Functions of Mathematics, and the conditions of their Fulfillment;" Samuel Thurber, principal of the Worcester, Mass., high school, on "Defects in Our Education, and their Remedies;" Mr. Mowry, of Providence, on "Some Relations of Education to the Present Condition of Financial Affairs;" Prof. I. N. Carleton, principal of the Connecticut State Normal School, on "The Most Practical Equipment for Teaching;" Mr. W. E. Eaton, of Boston, on "English Grammar in our Public Schools." Homer B. Sprague, principal of the Girls' High School, Boston, delivered a lecture the first evening, on "Shakespeare's Youth," which is reported as being exceedingly interesting. The second evening was occupied with brief addresses by Rev. E. H. Johnson, Senator Tobey, Dr. Lyon, Mr. Mowry, Mr. Bicknell, and Professor Carleton. The interest throughout the whole session was greatly enlivened by the presence of some of the best educators of Massachusetts. Joseph Eastman, of East Greenwich, was elected President; D. Tingley, of Pawtucket, Secretary; E. H. Howard, Providence, Treasurer.

—The London correspondent of the *New York Times* says: "The whole lot of magazine annuals (English) put together, are not equal in pictorial art to a single number of *Scribner's Monthly*."

—The Catholic children in the Pawtucket public schools refuse to take part in religious exercises, and the school committee don't care to provoke a controversy by trying to force them to do so.

—Mrs. Croly—"Jennie June,"—Fashion Editor of *Harper's Bazar*, was to give the introductory lecture of the dress-making instruction at Lasell Seminary,—a popular Young Ladies' School near Boston,—Jan. 29. Subject: "The Æsthetics of Dress." This is the school in which cooking is a Saturday recreation, under the supervision of Miss Parloa.

—Hon. J. D. Philbrick, American Commissioner of Education at the Paris Exhibition, returned to this country last week, after an absence of ten months. He will be welcomed by all educators here as having accomplished a grand service for our educational interests in other countries. Through the French Minister of Public Instruction, he has received the distinction of Officer of Public Instruction, which is a University Decoration, styled the Gold Palm of the University of France. This distinction has been conferred upon only one other American—Hon. John Eaton, U. S. Commissioner of Education, Washington. The Silver Palm has been conferred upon Hon. Henry Kiddle, of New York, as published in this paper last week, also upon Hon. W. T. Harris, St. Louis, and Hon. J. O. Wilson, of Washington.

—The Minneapolis *Tribune* thus speaks of Prof. Tousley's speech before the board of trade of that city two weeks ago:

"The *Farmers' Union and Weekly Tribune* gives to the public a verbatim report of one of the most fervid, elaborate, and altogether extraordinary defenses of the graded school system it has ever received. It is unnecessary to say that this defense was made by Prof. Tousley; that it contains facts, statistics, explanations, defenses, appeals, and eloquent and high laudation, the parallel of which altogether there are few who have ever listened to, and which there are few in this or any other country who have the natural or acquired ability to produce. The speech was purely an extemporaneous one, occasional notes and statistical references furnishing the only written or printed aids to an effort of three hours' duration, during which not a person in the crowded hall moved from his seat or the close standiag room which a crowded aisle and lobby afforded. Two or three times the speaker attempted to conclude in deference to the time he was occupying, but he was pushed on by the absorbed and entertained audience, who, so far as any appearance of weariness was concerned, would apparently have remained until morning if the eloquent speaker had not exhausted his voice, and been finally compelled to succumb."

"MULTUM IN PARVO."

To the Editor of the Weekly:

I wrote you some time ago, asking for the paper that had the editorial on Capital Punishment, before August, for I received it from that time. Since learning that I misunderstood you in regard to Co-education, I am anxious to see your opinions on the other of the "twin relics." I am yet under the impression that any one would receive from your paper the idea that you are opposed to co-education. There is little question, it seems to me, in regard to boys and girls being together up to the beginning of a college course. So it seems to me, yet you must be opposed to co-education, or to the higher education of women. I think the subject an important one, and would be glad to see something from you, giving plainly your views on these two subjects.

I like the WEEKLY better than any other paper of the kind I ever saw. Anything I say in criticism is intended kindly, and if you don't see it as I do, I'll not be cross about it. Here is suggestion Number One: Let us feel that it is *our* paper, and that *our* views will have as good a chance as the editor's. For example, don't put over an article in "Correspondence" a title that the writer would never have thought of writing, as in mine, or put after an article such a remark as "Commend us to the man that sees the whole universe in the infinitive." Why? Simply because it is not any more polite—excuse the word—to print that, than it would have been to say it to that man at the close of a little discussion in company, and I am very sure you would not have done that. I confess that I sympathize with that man, in his opinion that more of something else, and less of mathematical puzzles, would be an improvement. Wouldn't your remark about text-book questions apply to many of *them?*

A good woman at Cincinnati used to say the Bible contained no promises to women, as it always spoke of man, and used the masculine pronoun. I do not accuse you of agreeing with her, but I think she ought to have your sympathy. Her husband comforted (?) her by assuring her that, though rare, a woman was sometimes seen in Heaven. He quotes from Rev. xii, 1: "And there appeared a great wonder in Heaven; a woman." But seriously, I am unable to see why we need a new pronoun. Will the editor, and others who sympathize with him, give us the next few places where the want of it is so perplexing? Not made up places, but real live places, where it is difficult to say what he wishes to, on account of the lack of another pronoun.

C. W. MCCONNELL.

DETROIT, MINN., Jan. 9, 1879.

So far as co-education simply means the mingling of the sexes, and their reciprocal action upon each other at school or college, and excludes all other questions pertaining to the higher education of women, we could say that we are in favor of co-education, but not with an enthusiasm or clearness of conviction that would allow us to become its champion.

For our correspondent's criticisms, we are truly grateful. His points are well taken, and we have felt the force of them many times. To "put a head on" to letters is not as easy a matter as some other things we have to do. And yet our correspondence column, without any titles, would not be satisfactory to ourselves nor to our readers, we judge. To hit the most salient thought in a letter with a happy expression, neither sensational nor tame, is often difficult. When correspondents send their own "heads" we never think of

changing them, or even scrutinizing them very closely. (The last operation we never did like.) And yet it is always desirable, although not always possible, to have a title which contains in itself some suggestion of the contents of the letter. Elswhere is a letter from "Quill Pen" with his own title, "The Next Move." But of what service will the title be in the table of contents or index, toward aiding in the search for the discussion on the important point he presents so forcibly and timely? If we sometimes fail to please our correspondents, it is because of the difficulty we find in putting on the "brass ornaments," as Mr. Halsted, of the Cincinnati *Commercial*, calls them, and not from any lack of disposition to represent sentiments fairly. We desire the views of our correspondents to have as fair a showing as they can give them; and if they think we do not treat them justly, we are glad to have them say so as frankly as does our Minnesota friend.

We are conscious of the temptation to take advantage of the editorial position, and to say things at the expense of correspondents which it would not be polite to say to them in discussion. But we have tried not to yield, and have not felt in the least guilty, except in the one instance referred to. But then we considered that J. A. M. had given us considerable liberty, if not provocation, to retort. The remark, "commend us to the man who sees the universe in the infinitive mood," was once erased. But considering how he seemed to depreciate some of our midnight effusions in comparison with his pet infinitives, and looking further at the double meaning of our remark, we felt that the grace of the second interpretation would offset a little of the impropriety of the first, and the balance of the impropriety we thought could profitably be charged to our own account for the sake of getting even,—not a very noble motive we confess. But you know, flesh and blood. It is hard to be witty and not be naughty. We trust J. A. M. has forgiven us as fully as we have forgiven him.

If we are not mistaken we have twice sighed audibly in the editorial columns for a new pronoun. Such unseemly interruptions are not often permissible. If Mr. McConnell could be by our elbow, we could show him several times a week, not how "it is difficult to say what we wish to from lack of a new pronoun," but how we could speak much more pointedly and surely with one.—ED.]

GENERAL GRANT ON HIGHER EDUCATION.

To the Editor of the Weekly:

I notice that your WEEKLY is prepared for teachers and not pedagogues, for live men and not fossils; yes, for those who think *in* the school-room and even beyond the door-sill. Hence, I presume to send you the text of a letter from Pres. Grant showing what he meant to say in his speech at Des Moines in 1875, that speech so rich, just now, in cis-atlantic as well as trans-atlantic interest.

You may remember that one report of it made one or more college men as frantically happy as it made the Corkonians absolutely wretched, and that the millennium of no "high" or "higher" town or state schools was believed to have been heralded in the few words of our, usually silent, president. The foundation for all this jubilation was nothing more than the so far unaccountable error or intentional fraud of some reporter; for the speaker said, and meant to say exactly what we would heartily endorse. Gen. Grant (like every other President who has spoken on this subject) would not forbid the state to build its educational fortress of any materials, or to carry it to any height, which it may deem important for its own safety.

It is wholly unimportant to settle the question whether the false representation of Grant's words was the offspring of an intellectual or a moral error. It is certain that it is either one or the other, either a ripened *blunder* or a ripened *crime*. Yours truly. L. F. PARKER.

IOWA CITY, Jan. 18, 1879.

EXECUTIVE MANSION, WASHINGTON, Nov. 17, 1875.

Hon. S. J. Kirkwood, Iowa City, Iowa.

DEAR SIR:—Your letter of the 4th inst. was received about the time I was starting for New York City, one week ago yesterday. I expected to answer it immediately on my return, but permitted the matter to escape my mind until this time.

What I said at Des Moines was hastily noted down in pencil and may have expressed my views imperfectly. I have not the manuscript before me as I gave it to the secretary of the society. My idea of what I said is this: "Resolve that the state or nation, or both combined, shall furnish to every child growing up in the land, the means of acquiring a good common school education," etc.

Such is my idea, and such I intended to have said. I feel no hostility to free education going as high as the State or National Government feels able to provide—protecting, however, every child in the privilege of a common school education before public means are appropriated to a higher education for the few. Yours truly,

U. S. GRANT.

—DISCOURAGING.—School Board Teacher—"I've called around to hear why you have not been to school lately, Bridget Malone." B. M.—"Sorra a bit o' good me comin' to school, me lady, when it's three times this week I've looked in at the door, and bedad but every empty seat in the room was full.—*London Fun.*

[Written for The Educational Weekly.]

OUR WINTER MINSTREL.

By TARPLEY STARR.

Scarcely a morning this winter that the song of the Red Bird has not cheered the gloom of our country home.

Like a red rose blushing
Leafless boughs among,
Like a fresh stream gushing
Desert sands along,
Seem'st thou to me, sweet bird, and thy sweet morning song.

As the flood that is ice-bound,
When Love's stroke is caught
Feels its wavelets, star-crowned,
Laugh and leap and sport,
So burst this melted laughter from old Winter's heart.

'Tis a perfume straying
From the summer gone,
'Tis an echo staying
From the sweet birds flown,
A ruby dropped to deck the winter's hoary crown.

Kind is tender Nature
To her children here,
Shedding rarest pleasure
When their hours are drear.
This her rosy signet seals us, *Sunny days are near.*

Leaves this one torch burning
Through her lonely fane,
Till her priests returning
Wake the slumbering train,
Sweet BENEDICTION left us, till she come again.

'Round our home abiding
This talisman we bind,
Though, through ice breath gliding
Yet with sunbeams lined
To pledge us how the dear All-Father is so good and kind!

Old Age! catch the treasure
Of that summer tone,
Till its vernal measure
Glide into your own
And melt the frozen deadness of your arctic zone.

Minstrels! THERE'S a poet—
More than all The Nine—
Can teach you, if you'd know it,
The magic art divine
Of sunbeams and bright flowers through winter snows to shine.

Christian! seize the blessing
Of that prayer-like breath—
The God of nature trusting
With as simple faith,
That soars and sings exultant o'er a world of death.

STATE SUPT. SLADE, OF ILLINOIS.

Miss Mary Allen West, the well-known county superintendent, desiring to inform her teachers in respect to the personal history of our new State Superintendent, wrote him, recently, for a brief sketch of his career. She received the following, which we take from the Galesburg *Republican-Register*:

"I was born in Westerloo, Albany County, N. Y., February 9, 1837. My father was a farmer in moderate circumstances, and could give me no other educational advantages than those afforded by the country district school. This I attended a few months in each year, until I was seventeen, when I was permitted to attend the Chesterville Academy, two miles from home, upon condition that I would be of what service I could at home, before and after school.

"During that summer while helping to secure the scanty harvest from the not over generous soil of a small farm, I persuaded my father, who had not the means to send me away to school, to borrow money for this purpose, I promising to repay all with interest as soon as I could earn enough by teaching, to do so. As a result I was, for six months—winter of 1854-5—a stu-

dent at Fairfield Seminary, Herkimer county, N. Y. In the spring I secured a school at Bethlehem, and for my first five months of pedagogical labors received $60 and board—boarding 'round, of course. The following winter I taught in Dormansville, a small village three miles from home. I had some difficulty in securing this school, because the previous experience of the trustees led them to believe that one so young could not control their school. * * * My success was greater than ever I had anticipated.

"The following spring (1856) I attended Hudson River Institute. The next summer, believing that I could do better elsewhere, I obtained permission to try my fortune in Illinois, and in September I came to Belleville, Ill. The first of October I commenced teaching in a district school near Belleville, receiving $35 per month therefor.

"The following fall, 1857, I obtained a position as teacher in the grammar department of the Belleville school. After four years of service in this department I was appointed to the principalship of the high school. The appointment came without any solicitation on my part. I afterward learned that by agreement each member of the board independently made a list showing his choice of teachers for the various positions. On comparing lists it was found that all had my name for this position.

"Six years later, 1867, I was appointed county superintendent to fill a vacancy, and in 1869 was elected to this office for the full term of four years by a majority of over 1,200 over the combined vote of my competitors.

"In 1873 I was again appointed principal of the high school, which position I held until after my nomination for the office of state superintendent, last June.

"In the fall of 1874 I became acting county superintendent for the superintendent elect, who was unable, on account of sickness, to perform the duties of the office, and in the following spring I was appointed to fill the vacancy occasioned by his death. The following November I was elected county superintendent without opposition. In 1877 I was reëlected by a majority of 3,269 over the combined vote of both my opponents.

"By the above statement it will be seen that during the twenty-one years since I commenced teaching in Belleville, I have taught fifteen years; eleven years as principal of the high school, and that I have served as county superintendent ten years, for six years devoting my whole time to the superintendency of country schools, and for four years serving in the double capacity of county superintendent and principal of the high school.

"From the time I commenced teaching I have been a constant subscriber for one or more educational journals. (I hope our teachers will make a note of this.)

"I attended the meeting of the National Teachers' Association at Cincinnati, in 1858, where I had the pleasure of seeing and hearing Hon. Horace Mann. I also attended the association held in St. Louis. I have attended eleven or twelve of the annual meetings of our State Teachers' Association, and most of the meetings of our County Superintendents' Association; have read two papers before the State Teachers' Association, and three or four before the Superintendents' Association. I have attended each of the three annual meetings of the Southern Illinois Education Association, being once elected to the secretaryship and once to the presidency of that association."

PUBLIC EDUCATION IN NEW YORK.

Gov. Robinson, in his last message, pays his respects to the Public School System of the state, in the following manner:

"In my former messages I have given fully my views in regard to the proper scope and extent of the schools that should be maintained by general taxation. All my subsequent observation has confirmed the opinions expressed upon this subject. To the extent of giving to every child in the state a good common education, sufficient to enable him or her to understand and perform the duties of American citizenship, and to carry on intelligently and successfully the ordinary labors of life, the common schools are and should be objects of the deepest concern to the whole community. To the few who desire and are capable of a still higher education, and who have an ambition to shine as professional men in arts of literature, music, painting, and poetry, the door is wide open for them to win distinction in those callings. But to levy taxes upon the people for such purposes is a species of legalized robbery, and even the recipients come to know it. Their sense of justice cannot fail to condemn it, it lowers their standard of morality, and helps to debauch, instead of purifying public opinion. It also breeds discontent on the part of those who are educated, or attempted to be educated, to something above that for which they are fitted. It really disqualifies them for those duties and labors to which alone they are by nature adapted, so that not only great injustice but great demoralization is the result of a system which collects money by force from one man to educate the children of another man for callings which they can never fill. The argument sometimes advanced that this system is a benefit to the poor is an utter fallacy. The children of the poor man generally leave the schools with a common school education, and go to work for themselves or their parents. Yet while the poor man's children are thus at work, his little home is taxed to give to the children of the others a collegiate education. Nine in ten of those educated in the so-called high schools at the public expense would far better pay their own bills than to have them paid by the people of the state. These views are so manifestly just that I have no doubt they will ultimately prevail. Indeed, there seems to have been already a cessation of efforts to establish high schools, academies, and colleges, and support them by taxation. So far as I can learn, the normal schools established in various parts of the state are, with two or three exceptions, wholly useless and fail almost entirely to accomplish the objects for which they were established, and for which the state is annually paying large amounts of money from the Treasury. I recommend an inquiry into the working of these institutions, and a discontinuance of all those which fail to accomplish the purposes of their establishment. The following is a statement of the number and condition of the common schools, and the the number of pupils instructed in them during the past year. The full particulars will be found in the annual report of the Superintendent of Public Instruction.

COMMON SCHOOL STATISTICS FOR THE YEAR ENDING SEPTEMBER 30, 1878.

Total receipts, including balance on hand October 1, 1877,	$11,793,627 67
Total expenditures,	10,620,505 69
Amount paid for teachers' wages	7,756,844 31
Amount paid for school houses, repairs, furniture, etc.,	1,363,469 57
Estimated value of school houses and sites	30,147,589 00
Number of school houses,	11,824
Number of school districts, exclusive of cities,	11,270
Number of teachers employed for the legal term of school,	19,948
Number of teachers employed during any portion of the year,	30,567
Number of children attending public schools,	1,032,052
Number of persons attending normal schools,	5,522
Number of children of school age in private schools,	113,864
Number of volumes in school district libraries,	731,534
Number of persons in the state between the ages of five and twenty-one years,	1,615,256

The people of the state are so accustomed to these strictures of the Governor upon the school system that his words fall forceless upon the public ear. The Empire State is too far advanced in educational enterprise to introduce any such repressive policy as that recommended above. The Legislature is strongly Republican, and the leaders in it are gentlemen who take positive ground for the schools. The Governor does not represent his own party in the state on the school question, for some of the severest criticisms uttered upon his message come from men of his own political party. As to the normal schools: The last Legislature appointed a committee to examine these schools, and report what they are doing, and whether any other legislation is necessary to cause them to fulfill the expectations of the state. That champion of public and normal schools, the Hon. John I. Gilbert, of Malone, is chairman of this committee, which has advanced its work far toward completion. The normal schools are very thoroughly inspected and examined by this committee, and their entire workings investigated. The public await this report with deep interest. In the meantime, the schools of all grades in the state are flourishing on the increasing scale.

THE PUBLIC SCHOOLS NOT FOR THE POOR ALONE.

Whatever difference there may be between the views and feelings of those who on the one side demand that the studies of the schools be restricted to reading, writing, and arithmetic, in order that the poor boy may acquire them in the shortest possible time; and those who, on the other hand, deny the right of the state to give him anything more; I say whatever more there may be between the aims of those two classes, they practically agree in this, that the schools should be adapted to the poor; and that if the rich desire anything more they should pay for it. Now, what must be the result if either have their way? Fortunately we are not left to speculate as to the results which must follow in such a case. It is not fifty years ago that this doctrine was practically in the ascendency in every state in the Union. Even in the state of Massachusetts, which has been styled the "mother of the public school system," (See the life of Horace Mann by his wife, page 63; also second annual report), the common schools in 1837 "had been allowed to degenerate into neglected schools for the poorer classes only." The interests of the rich had been withdrawn from them, and the result was that in some of the wealthiest towns they had been suffered to go down. If there was any exception to this state of affairs, in any part of the country, I have failed to find it in a pretty thorough investigation which I have recently made. Certainly Rhode Island, Pennsylvania, and Ohio were not exceptions. Such, in the past, has been the result of gauging the public schools to the wants of the poor alone, and such it will be again. The common schools are for all the people and they must meet the demands of all classes or they cannot stand. Without the public schools our free institutions must perish. Let him then be accounted a public enemy who would impair their efficiency, or strike from their course a single branch that is necessary to develop the highest type of cultured manhood and womanhood.—*A. J. Rickoff.*

Charlie May had been taught by his father that God made all things. He began to inquire in detail in regard to various objects. Coming out one day where his father was at work, he set his bare foot on a thistle. "O! Papa, what is that?" "That is a thistle, Charlie." "Thistle! Did God make it?" "Yes, Charlie, God made the thistle." "Well, he whittled it pretty sharp, didn't he?"